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ABSTRACT

This curriculum guide, reflecting the recommendations of a statewide conference on civics held in 1965, offers a course of study to help students not only understand civics, but hopefully to motivate them toward future participation in the political process. A skills development chart is provided in order to determine tentative grade placement based on the needs and abilities of students in elementary and secondary grades. Emphasis is upon helping students develop the use skills as a prerequisite to effective learning of content material. Seven units are organized according to concepts, plan of presentation, teaching outlines, activities, and resource materials. Units are: 1) Our American heritage; 2) The citizen and his government; 3) The federal government; 4) Louisiana government; 5) Local government; 6) Forms of world governments and their relationship; 7) Government and the American economy. Appendices include a skills development chart and evaluation in civics. (Author/SJM)

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STATE DEPARTMENT OF EDUCATION

OF LOUISIANA

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TEACHING CIVICS

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PREFACE

Good citizenship on the part of all Americans is a necessity if this nation is to survive. Through a sound course in Civics, our youth should have an opportunity to form many of the basic attitudes and understandings necessary for the practicing of good citizenship.

This publication is designed to help teachers in planning, organizing and presenting Civics in such a way that students may receive maximum benefit from their study of Civics.

This curriculum guide is one of several which are being produced by the Social Studies Section of the State Department of Education. It is the first publication produced by the Department for this particular course of study. It is my sincere hope that it will be of great benefit to teachers of Civics.

William J. Dodd,
State Superintendent
of Public Education

FOREWORD

This curriculum guide for Civics is another product of a coordinated effort of public school personnel, college personnel and the social studies section of the Department of Education. It is designed to meet a long standing need in Civics instruction - the need for a recommended organization and emphasis for Civics.

The organization and content of this guide reflect the recommendations of a statewide conference on Civics which was held in Alexandria in May, 1965. It also includes ideas projected by the sub-committee for social studies of the 100 Man Curriculum Committee.

We sincerely hope that this publication will assist teachers in their planning and teaching of Civics.

William F. Beyer, Jr.
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OBJECTIVES FOR THE STUDY OF CIVICS

Recommended by the Social Studies Sub-Committee
of the One Hundred Man Curriculum Study Committee

1. To teach the practical everyday aspects of our governmental structure on a local, state and national level.

2. To teach the development of these governmental procedures and why they are sound and beneficial.

3. To teach respect for our government and laws and for those officials who administer them.

4. To develop in the student a public consciousness and an interest in the civic affairs of the community.

5. To make the student aware of his own responsibility to participate in and contribute to the political, economic and social life of his community.

INTRODUCTION

This bulletin is designed as a basic guide for teachers in their yearly and daily planning. No detailed plans have been made for teachers. It is not recommended that the teacher necessarily follow the unit organization offered herein. It may be desirable for a teacher to begin with the study of local government, for example, rather than American heritage. However, the contents of the units presented are comprehensive and the committee feels that the points listed in each unit outline should be emphasized. Planning for the year should be based on the needs and abilities of students.

The section on social studies skills is presented as a basic reference for teachers as they plan the various units. The mastery of necessary skills is a prerequisite to effective learning of content material. Hopefully, teachers will emphasize these skills daily.

For some teachers there is nothing new in this bulletin. For others we hope it will be a useful guide and will help to answer a much-asked question: What is Civics?

SOCIAL STUDIES SKILLS: A GUIDE TO ANALYSIS AND GRADE PLACEMENT [3]

Helping young people develop and use skills effectively is one of the central purposes of social studies instruction. Indeed, without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning, both in and out of school. The student who develops a command of social studies skills during his school years and carries these skills into the adult years has laid a firm basis for continued learning throughout his life.

The chart which appears in the appendix, page 61 has been developed as an aid to social studies teachers who desire to improve their teaching of social studies skills. It represents an illustrative analysis of major skills areas that should be developed in social studies programs. It is organized in three parts, as follows:

Part One. Skills which are a definite but shared responsibility of the social studies

I. Locating information
II. Organizing information
III. Evaluating information
IV. Acquiring information through reading
V. Acquiring information through listening and observing
VI. Communicating orally and in writing
VII. Interpreting pictures, charts, graphs, tables
VIII. Working with others

Part Two. Skills which are a major responsibility of the social studies

I. Reading social studies materials
II. Applying problem solving and critical thinking skills to social issues
III. Interpreting maps and globes
IV. Understanding time and chronology

Part Three. Skills of inductive-deductive reasoning which are an integral part of the teaching-learning process in the social studies

I. Induction
II. Deduction
III. Verification

The chart located in the appendix of this guide also suggests a tentative grade placement for three levels of emphasis on each sub-skill that is identified: (1) introducing the specific skill, through planned readiness experiences; (2) developing the skill systematically; and (3) reteaching, maintaining and extending the skill as necessary.

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[3] Reprinted with permission of the National Council for Social Studies. Published in NCSS Yearbook, 1963.

Thus, the chart outlines a planned, sequential program for skill development, one that cuts across subject lines and bridges the gap between the elementary and the secondary school. It may serve as a reminder to every teacher that effective teaching of skills should be part of a cumulative program running from the early school years through high school. It may help the teacher plan so as to reinforce whatever command of skills his pupils have already attained at the same time that he leads them to a higher level of performance.

The chart may also be used by groups of social studies teachers and their colleagues in other fields as a point of departure in formulating their own analysis and plan for the social studies skills program in their own school system. When teachers thus clarify their own purposes for teaching skills, become sensitized to their pupils' needs for skill development, and identify ways of meeting those needs, major benefit to the instructional program will result that could never come from uncritical acceptance of an already formulated program.

Pupils develop skills most effectively when there is systematic instruction and continuing application of the skills. The following principles of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner should be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

5. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped at each stage, to generalize the skills by applying them in many and varied situations; in this way maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In applying these principles, teachers should keep two cautions in mind. First, although it is possible to make a general plan for continuity in skill development it is impossible to set a particular place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher, as he works with a specific class, and the general plan can serve as a guide to what seems to be good practice. True continuity in skill development is that which is developed within the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and re-teaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

Second, the suggested grade placements indicated in the chart are based on a combination of current practice and the subjective judgments of many teachers, including the authors. Both of these reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and most effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instruction in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind is urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

UNIT ONE

OUR AMERICAN HERITAGE

Concepts

Freedom is something we enjoy, but we must respect the responsibilities this privilege carries. Our lives as free citizens are molded a great deal by certain institutions such as education, religion, family and community life. We have certain documents and symbols we cherish that are synonymous with American growth and greatness.

Plan Of Presentation

This unit is designed as an introduction to the entire course. Many things in the unit are merely to be introduced and discussed briefly because they will be treated in greater detail in later units. The greatest emphasis of the unit should be on the symbols of freedom we have, for the documents, such as the Constitution, and institutions, such as freedom and religion, are stressed more in later units.

Teaching Outline

I. Freedom

II. Education

III. Religions

IV. Home and Family

V. Communities

VI. The Documents and Symbols of American Freedom

- A. Documents
  1. Declaration of Independence
  2. Articles of Confederation
  3. Constitution
- B. Symbols

1. The American Flag - history, respect, symbolisms and meanings
2. The National Anthem - other songs
3. The Great Seal
4. The American Eagle
5. The Liberty Bell
6. The Statue of Liberty
7. "Uncle Sam" - other characters
8. "In God We Trust" - other mottoes

Activities

I. Reports - Oral and/or Written:

A. Make reports on individuals who have contributed to the development of our freedom such as Benjamin Franklin, George Washington, Peter Zenger, etc.

B. Make reports on the history and development of our educational system.

C. Make reports on comparison of the American family system with other systems in the world.

D. Make reports on the history of some of our famous symbols such as the Liberty Bell, Statue of Liberty, etc.

E. Make reports on individuals who had something to do with our symbols such as Betsy Ross.

F. Make reports on our flag and different flags the United States has had.

G. Make reports on famous mottoes.

H. Make reports on the development of national characters such as "Yankee Doodle."

II. Panel Discussions and Debates:

A. Should the Supreme Court interpret the Constitution?

B. Should the people of Washington, D. C. elect their officials?

C. Should a new flag be adopted?

III. Educational Trips:

IV. Consultants:

A. Boy Scouts or veterans may demonstrate flag etiquette.

B. A social worker may discuss the importance of the family and community.

C. A lawyer or judge may discuss the importance of our American heritage.

V. Dramatizations and Role Playing:

VI. Exhibits and Bulletin Boards:

A. Drawings may be made of different flags the United States has had.

B. A chart may be made showing different court decisions that have strengthened our freedoms.

C. Charts may be made showing the vital statistics on the different symbols we have.

D. A bulletin board display with replicas of our famous documents may be made.

E. A bulletin board with pictures of various symbols of freedom may be made.

F. A bulletin board display may be made showing proper flag etiquette.

Materials

Books

Allen, Jack and Clarence Stigmeir. Civics. New York: American Book Co., 1956.

Arnold, Joseph. Challenges to American Youth. New York: Row, Peterson and Co., 1948.

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Johnson, Gerald. This American People. New York: Harper and Brothers, 1951.

Keller, James. Government is Your Business. New York: Doubleday and Co., 1951.

Kennedy, John. Profiles in Courage. New York: Harper and Brothers, 1956.

Morgan, Joy. American Citizen Handbook. Washington: National Education Association, 1951.

Educational Media

Films

"American Flag: Story of Old Glory"

"Our Country's Emblem"

"Declaration of Independence"

"Our Bill of Rights"

"Our Constitution"

"Our Heritage from the Past"

"Service and Citizenship"

"Americans All"

"Nationalism"

"Nation's Capital"

"Responsibility of American Citizenship"

"Structure of the American Way of Life"

"United States Community and Its Citizens"

Filmstrips

"The Capitol: Symbol of Our Nation"

"The Declaration of Independence"

"History of Our Flag"

"Meeting the Challenge of Democracy"

"Use and Display of Our Flag"

Recordings

Patriotic Songs

Democracy in America

Documents of America

Great American Speeches

UNIT TWO

THE CITIZEN AND HIS GOVERNMENT

Concepts

Our American Heritage is a gift of all peoples who have helped make democracy a reality. Today's youth must be prepared for responsible participation in our democratic society, thereby contributing to the preservation and extension of our American heritage. Our rights as citizens carry corresponding responsibilities. Powers vested in the government are delegated by the people. Protecting our democratic heritage is a vital part of our defense against all forces opposed to our basic beliefs.

Plan Of Presentation

The Constitution of the United States is not a result of impulsive thinking on the part of the authors. The origins of this document can be traced directly from the government of England or from experiences of some states which utilized English customs in their own governments.

Even though the Declaration of Independence was not a constitution, it too contained some of the same ideas stated in the English documents. The adoption of our Constitution in 1789 signaled the advent of a government unique in several respects. The wisdom of the men who wrote the Constitution is evidenced in the continued success of government by and for the people; in a living document adaptable to conditions in a changing world, and in its durability for more than 175 years in spite of the necessity for revision from time to time. When considered in this manner, the Constitution of the United States, the oldest written constitution in existence, is really American in its origin.

The implementation of the provisions of our Constitution brought with it

the establishment of political parties. These parties have played a vital role throughout the history of the United States, particularly by emphasizing that voting is the most important responsibility of every citizen. In keeping with this belief, regulations that enable qualified citizens to participate in governmental affairs have been established. The ultimate goal of all democratic practice is to instill in the citizens of the United States the realization that democracy is a way of life.

This unit may be introduced by teacher presentation of an overview which would include a discussion of events taking place on the European continent during the period immediately preceding the Revolutionary War. Materials could be presented effectively, through introductory teacher lectures, bulletin board displays, group discussions, seminars and debates. Approximately six weeks will be needed for the successful presentation of this unit.

Teaching Outline

I. The Constitution

A. Background

1. Magna Charta - 1215
2. Petition of Rights - 1628
3. English Bill of Rights - 1689
4. Mayflower Compact - 1620
5. Declaration of Independence - 1776
6. Articles of Confederation - 1781

a. Weaknesses
b. Strengths

B. Adoption of a new Constitution

1. Convention of 1787
2. Federalist Papers
3. Adoption

C. Design of the Constitution

1. A Federal system of government

a. Powers of national government (delegated)
b. Powers reserved to the states
c. Concurrent powers
d. Forbidden powers

2. A system of checks and balances

a. Legislative Branch (Congress)
b. Executive Branch (President and his appointees)
c. Judicial Branch (Federal courts)

3. A guarantee of rights

a. Preamble
b. Bill of Rights
c. Amendments XI through XXIV

II. Party Politics and Elections

A. Political parties

1. Definition
2. Purposes
3. History
4. Organization
5. Financing
6. Benefits

B. General elections

1. Qualifications of voters
2. Voting procedures
3. Types of ballots

a. Australian ballot
b. Absentee ballot
c. Office - group
d. Party - column
e. Nonpartisan

4. Presidential elections

a. Party connections
b. Electoral College System

C. Removal of officials

1. Appointive authority
2. Impeachment and trial
3. Recall
4. Expulsion (Legislative)

III. Citizenship

A. Attainment

B. Loss

C. Responsibilities

D. Advantages

E. Desirable qualities

1. Loyal
2. Knowledgeable
3. Honest
4. Dependable
5. Tolerant
6. Patriotic

F. Contributing institutions

1. Family life

a. Rural
b. Urban

2. Schools
3. Churches
4. Government
5. Economy
6. Health
7. Welfare

Activities

I. Reports - Oral and/or Written

A. Students may prepare oral and/or written reports on the following topics:

1. Signers of the Constitution
2. Former "party bosses"
3. Members of the President's Cabinet
4. Members of Congress
5. Outstanding United States citizens: Past and Present

B. Students may prepare a biographical sketch on present national chairmen of the two major political parties.

C. Students may be asked to list their state's Congressmen, giving their political affiliation, congressional committee memberships and any special offices that they may hold.

D. Students may list all newspapers, magazines, television and radio programs which contribute to their becoming better informed citizens.

E. Students may research past "third" political parties determining programs advocated and reasons for party formation. Examples of such parties are: Greenbacks, Populist, Socialist, States' Rights, Progressive, and "Know-Nothings."

F. Students should be required to read at least two of the Federalist Papers, and present a written review.

G. Students may obtain copies of sample ballots used in recent primary and general elections for critical analysis.

H. Students may list outstanding present-day leaders whom they would expect to be delegates to a convention if the Constitution were being written today.

II. Panel Discussions and Debates:

A. Students may compare and contrast the political platforms of the major parties in the most recent presidential elections.

B. Students may read and compare the inaugural address of our present Chief Executive with that of our President 100 years ago.

C. Students may debate whether Federal judges should be appointed for life terms.

D. Students may select and debate a current controversial issue related to governmental functions.

E. Students may debate on the topic, "Should 18-Year-Olds Be Allowed to Vote?"

F. Students may present a panel discussion entitled, "Why it is important to vote in every election."

III. Educational Trips:

A. Students may attend a session of the State Legislature, and report on their observations.

B. Students may observe the trial of a civil case in their community, noting how a case is disposed of.

C. Students may participate in a well-organized educational trip to the Nation's Capitol. This itinerary should provide opportunities for students to meet their Congressmen and to see all possible areas of our government involved in the establishment and execution of our laws. This can be done!

IV. Consultants:

A. Students may invite their local precinct or ward committeeman to speak to their classes on methods that may be used "to get out the vote."

B. Students may invite local or state registrar of voters to speak concerning election laws in parish and state.

C. Students may invite the editor of a local newspaper to discuss the importance of freedom of the press.

D. Students may invite an attorney to speak on "Rights of the Accused."

V. Dramatizations and Role Playing:

A. Students may form their own Congress, and pass a hypothetical bill during their study of the legislative branch of our government.

B. Students may conduct a mock trial during their study of our court system. They follow court procedures as closely as possible.

C. Students can gain a better understanding of political activities by holding mock elections before each voting day during the year and then comparing the results of student votes with those of ward and parish.

D. Students may hold a mock convention nominating a candidate for president. Included in the plan should be a review of the role of the Electoral College.

VI. Exhibits and Bulletin Boards:

A. Students may prepare a bulletin board display illustrating good and bad citizenship in connection with voting, tax-paying, etc. by drawing cartoons.

B. Students may draw charts illustrating the comparative structures of a democracy and a dictatorship.

C. Students may prepare a bulletin board depicting congressional powers and limitations.

D. Students may prepare a bulletin board display illustrating the powers and duties of the President in the United States.

E. Students may make a bulletin board display of advertising materials used by political parties in a recent election.

Materials

Books

Acheson, Patricia C. Our Federal Government: How It Works. New York: Dodd, Mead and Co., Inc., 1958.

Bard, Harry, Willis D. Moreland and Thelma N. Cline. Citizenship and Government in Modern America. New York: Holt, Rinehart and Winston, Inc., 1966.

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Rodell, Fred. Nine Men. New York: Random House, 1955.

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Stone, Irving. They Also Ran. Garden City, New York: Doubleday and Co., 1945.

White, Robert. American Government: Democracy At Work. Princeton: D. Van Nostrand Co., Inc., 1963.

White, Theodore H. The Making Of A President. New York: Atheneum, 1961.

Publications of the Government, Learned Societies and Other Organizations

The Magna Charta and Its Influence on the World Today. New York: British Information Service.

Educational Media

Films

"The Presidency"

"Government and Law"

"The Constitution of the United States"

"Political Parties"

"A Free People"

"Headquarters U. S. A."

"In Honor of Liberty"

"The Challenge of Ideas"

"Our American Heritage"

"Voices of the People"

UNIT THREE

THE FEDERAL GOVERNMENT

Concepts

The Federal Government is the voice of the American people. Through both active and passive leadership, citizens play a major role in forming the core of the Federal Government. An ever-increasing role is being played by the Federal Government in directing all phases of American life at home and abroad. American political, diplomatic, economic and social thinking is expressed by the workings of the Federal Government. Compromise and representation are the keys to the democratic process of the Federal Government. National defense and security is preserved by the Federal Government. Democracy is reflected in the system of "balance of power" that is carried out in the individual agencies of the Federal Government. Inter-American cooperation and solidarity are based on the strength and flexibility of the Federal Government. The numerous branches which exist within the Federal Government of the United States of America are symbols of the American desire for a multilateral rather than a unilateral form of leadership. The rights and privileges of the American people are delegated by and protected by the Federal Government under the leadership of the elected and appointed officials.

Plan Of Presentation

We, the people of the United States, are the citizens of a young nation. It was no more than one hundred and seventy-seven years ago that the Federal Government of the United States of America was established. The wisdom of our forefathers, the architects of the great nation, was far-reaching. For although we have continuously struggled for peaceful co-existence, we have maintained the basic form of our central government as stated in 1789 in

the Constitution of the United States.

Since the year 1789 the Federal Government has functioned as the voice of the American people. To the representatives of our central government we have delegated the power to formulate and carry out American domestic and foreign policy. Compromise and representation are the strength of the American Federal Government. Without these two democratic principles the "United States" would suffer political deterioration for the American people have traditionally rejected any form of monarchial or dictatorial power. Our strength and freedom lies in the ability of our federal government to establish and preserve the democratic principles on which our nation has been based.

To forcefully introduce this unit, a background of the origin and purpose of the Federal Government as stated in the Constitution of the United States should be presented. This should be done through an introductory teacher lecture. The teacher may also have several students read the parts of the Constitution which apply directly to the topics to be discussed. An effective bulletin board display would probably be of interest to the students. Utilize the creative ability of the students by having them make posters or by having them participate in debates or panel discussions.

Approximately six weeks will be needed for the successful presentation of this unit.

Teaching Outline

I. The Executive Branch

   A. President

   B. Vice President

   C. Cabinet members (President's Cabinet)

   D. Special institutions, agencies and commissions

   E. Methods of selecting federal officials

II. The Legislative Branch

A. Congress

B. Compromises

C. House of Representatives

D. Senate

E. Sessions of Congress

F. Powers of Congress

III. The Judicial Branch

A. Main courts

B. Special courts

C. Jurisdiction of Federal Courts

D. Types of cases

E. Judicial review

IV. Congress at Work

A. Forms of Congressional action

1. Bills (public or private)
2. Congressional resolution
3. Simple resolutions
4. Concurrent resolution
5. Joint resolution

B. Persons who may introduce bills

C. Bills of Revenue

D. Steps through which a bill passes in each house

1. Lobbying
2. Filibustering
3. Freedom of debate, etc.

E. Pressure groups and the process of lawmaking

F. Congressional Record

V. States

A. Original number

B. Present number

C. Process by which a state enters the Union
D. Article IV of the Federal Constitution -- state relationship

VI. Territories, Possessions and Trust

A. Territories and possessions acquired by the United States

1. Panama Canal Zone
2. Virgin Islands, etc.

B. Government for the District of Columbia

C. How governed

VII. Federal Government at Work

A. Natural resources

1. Agriculture
2. Forests
3. Wildlife and fish
4. Mineral
5. Oil
6. Parks and recreation

B. Government subsidies

1. Farmers Home Administration (FHA)
2. Price support
3. Small business loan
4. Rural Electrification Administration (REA)

VIII. National Defense and Security

A. National Security Council

B. Joint Chiefs of Staff

C. Anti-Communist laws

D. Congressional committees

E. Universal military training

IX. Taxation

A. Power to tax

B. Kinds of taxes

C. Federal government expenditures

D. Collection of taxes

Activities

I. Reports - Oral and/or Written

A. When Congress is in session, follow the news for one week, noting all references to congressional committees. Report findings to class.

B. Consult an issue of the Congressional Record at your library (or obtain a copy from your Congressman). Report to the class your reaction to the debates.

C. Read Washington's Farewell Address. To what extent is the United States following Washington's advice today?

D. Report to the class on any one of the following: The State of the Union message, the budget message, the economic messages which affect the people of your community.

II. Panel Discussion and Debate

A. (Debate) Resolved: that since the people are intelligent enough to govern themselves, they do not need protection by censorship; hence free speech, a free press and academic freedom are necessary.

B. Organize teams in class to debate this question. Resolved: that a man who would be a good President must choose between being popular and doing what is best for his country.

III. Educational Trips can be Taken.

IV. Consultants can be Invited to Visit the Classroom.

V. Dramatization and Role Playing:

A. Enact the steps of a bill to see how it becomes a law.

B. Outline the developments of American foreign policy from the Revolution to World War II.

VI. Exhibits and Bulletin Boards:

A. Make a bulletin board display illustrating the powers of Congress.

B. Make a map of the Congressional Districts of this state.

C. Make a collection of clippings or cartoons to show what a candidate will sometimes do to make himself popular.

D. Post on the bulletin board clippings about the work of the regular and special courts of the United States.

E. Make a collection of editorials to help you to determine the foreign policy view of a newspaper or newspapers serving your community.

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Educational Media

Films

"A Day in Congress"

"How We Elect Our Representatives"

"Meet Your Federal Government"

"Parliamentary Procedure"

"President's Cabinet"

"Presidential Elections"

"Supreme Court"

"The Judiciary"

UNIT FOUR

LOUISIANA GOVERNMENT

Concepts

Every Louisianian should have a working knowledge of governmental policies of Louisiana and the relation of the state government to that of the Federal Government whose success inevitably depends on the success of the state.

The need for the formation of a central government to bind the many individual states into a stable and effective entity was and is the cornerstone for the success of our nation.

The establishment of a successful nation necessitates the division of governmental powers between states and federal government.

It is of great importance to each citizen that he have a knowledge of fair distribution of these powers.

An uninformed or ignorant voter or a nonparticipating citizen is a threat to the stability based on the success of acceptable cooperative power division.

The organization of Louisiana's government, state, parish and city frameworks require careful consideration in study. This unique structure, past heritage and subsequent changes have greatly affected its history.

Inasmuch as Louisiana has abided under ten flags it has produced a storehouse of fascinating reading.

Louisiana's geographical position, with its control of the Mississippi River as a water highway, its serving as a refuge for the exiled Acadians, its diversified ethnic backgrounds and its great potential of resources, furnishes a colorful background for its unique political divisions, parties and governmental areas.

Knowledge of government is necessary to future voter. There is definitely a need to arouse the people to their responsibilities and duties as citizens of a free nation if they are to be arbiters of its future.

Plan Of Presentation

The students should build up a great pride in their state which lived under ten flags and perhaps in a greater degree than most other states is rich in tradition, resources and geographical situation. Bulletin boards, field trips and selected readings lend themselves to a "Know Louisiana" unit. A class project might be worked up around the preparation of "Tourist Guides Through Louisiana." Excellent films are also available.

The civil government is founded on the Napoleonic Code, an inheritance from the French, while that of the other states closely follows the English or British Code. The differences should be pointed out by a teacher's explanation.

Louisiana's police jury system is an individual governing body and should be explained and then the class should attend a meeting of the local police jury.

Our relations with the Federal Government are, of course, delineated in the Constitution of the United States. Founded to such a great degree on political parties and individual affiliations, it is a citizen's duty to know and understand these parties. Their importance can be stressed by a careful study of the election of the United States President and the members of Congress. The political majorities in the party select the representatives to be sent to the respective national parties. The national parties, in turn, select the presidential and vice-presidential candidates and form the party platform. The presidential electors representing the party that received the majority of the votes in the states at the polls are pledged to

vote for this party.

Congressmen and Senators represent the majority of the voters of the district or state from which they are elected.

Federal patronage is based on the strength of the political groups in the state.

The realization that all federal personnel are directly or indirectly answerable to the political groups in the state makes it imperative that individuals in the state take an active interest in political affairs, have a knowledge of the state government and exercise extreme caution in voting. Often,citizens who are well informed about what is happening in the Federal Government, criticize it severely -- yet these same people know little or nothing about the government of their state or they are too busy to concern themselves with state affairs.

Since the success of the Federal Government is so dependent upon the state government, and since the individual citizen is the monitor of the local government, it is necessary that a detailed study of Louisiana government be furnished each prospective voter.

Teaching Outline

I. Historical and Geographical Background of Louisiana

A. Louisiana purchase

B. How and why Louisiana differs in government from other states

1. Early settlers
2. Napoleonic Code
3. Ten flags
4. The Acadian emigration
5. Louisiana's resources and potential

C. Louisiana's name

II. Legislative Branch

A. Two houses

B. Sessions

C. Membership of each house

D. Organization

E. Passage of a bill

F. Reapportionment

III. Executive Branch

A. Elected officers

B. Outline of study for each official

C. Special boards or commissions

D. Outline for study of each department

E. Line of succession for replacement of governor

F. Replacement of other state officials

IV. Judicial Branch

A. The state courts

B. Jurisdiction of each court

C. Officers of each court

D. Jury commission

E. Juries

F. Types of cases

G. Circumstances leading to a criminal case

H. Circumstances leading to a civil case

I. Procedures of a criminal case

J. Procedures of a civil case

V. Politics: Elections and Appointment of Officials

A. Methods of choosing officials

1. Appointment
2. Civil Service
3. Political parties

a. Definition
b. Financing
c. Organization

d. Benefits of a two-party system
e. Nomination of candidates in a primary election

(1) Qualification of electors
(2) Commissioners
(3) Procedure at the polls

f. General elections

(1) Qualifications of electors
(2) Persons who conduct the election at the polls
(3) Straight ticket
(4) Split ticket

VI. Removal of Officials

A. By appointee

B. Impeachment and trial

C. Recall election

D. Legislative address

VII. Financing the State Government

A. Kinds of taxes

B. Method of levying taxes

C. Special assessments

D. Eminent domain

E. Sale of public bonds

F. Gifts

G. Spending public monies

H. Borrowing public money

VIII. Louisiana Government Compared with that of Other States

Activities

I. Reports - Oral and/or Written:

A. Reports could be given by the students on the traditions, beauty spots, resources and opportunities found in Louisiana.

B. Reports could be given on the various phases of Louisiana government.

II. Panel Discussions and Debates could be made.

III. Educational Trips:

A. Students should be encouraged to visit as many governmental offices as possible.

B. The class as a whole, or as individuals, could visit the Legislature when in session.

IV. Consultants:

A. As many public officials as possible could be invited to visit the classes to discuss their offices.

B. Professors from a nearby university could be invited to visit the class to speak on the government of Louisiana.

V. Dramatization and Role Playing:

A. The class could be organized as a branch of the state government, passing laws, removing officials, holding mock trials and electing a governor.

B. Each class might be organized into a political party, having a name, an emblem, a platform and committees. A primary election could be held in each class at which candidates for class officers could be nominated who, in turn, would run in a general election held by all the classes.

VI. Exhibits and Bulletin Boards:

A. Each student should be encouraged to bring to class material on Louisiana for the bulletin board.

B. A diagram of the passage of a bill should be kept on the bulletin board.

C. With the assistance of the art department, maps might be made to illustrate beauty spots, resources and opportunities found in Louisiana, as well as the political divisions in the state.

D. As a term assignment, a "Louisiana Invites Tourism" brochure could be prepared by individuals or groups with the reward of sending the best three of these to our State Tourist Association.

Materials

Books

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Educational Media

Films

"Lovely, Lively Louisiana"

"Louisiana Unlimited"

"This is Louisiana"

UNIT FIVE

LOCAL GOVERNMENT

Concepts

Good local government tends to depend on the interest and honesty of the citizens of the community. The city and parish government must be preserved. Our rights as citizens can best be preserved in the local areas. The local government is the backbone of our democracy.

Plan Of Presentation

Louisiana's local government is unique in that it is based on many ideas that have been brought to the new world. Some of these ideas came from Spain, some from England and many from France. Even religion had something to do with the government of Louisiana. The word "Parish" is used by the Catholic Church to designate areas administered by the Bishop, but in Louisiana the term is also used to designate a local governmental district similar to counties in other states. The term "Police Jury" is also unique in that Louisiana is the only state that uses this term to designate the governing body of a county or parish. Louisiana has some other ideas about local government that are not used any other place in the United States. Some city and parish governments are combined into one government which does away with many duplicated activities. Local government is the basic fundamental part of our Republican form of government. It is the unit of government that is closest to the people and perhaps is most responsive to the needs of the people. Such services as police and fire protection, street construction and maintenance and sewage and garbage disposal are provided by the local government.

This unit may be introduced by calling in a consultant to explain some of the background for local government in Louisiana. Interest might be aroused by effective use of bulletin boards, group discussions and debates.

Approximately four weeks will be needed for the successful presentation of this unit.

Teaching Outline

I. Importance of Local Government

A. Police protection

B. Fire protection

C. Health and sanitation

D. Trying certain cases at law

E. Construction and repair of streets

F. Education

II. Divisions of Local Government

A. Parish

1. Names
2. Number
3. Wards
4. Townships
5. Types of parish government
6. Departments and duties
7. Elected officials and duties
8. Appointed officials and duties
9. Laws are passed

B. Municipal

1. Three types of municipal government
2. Classification of municipalities
3. Departments and duties
4. Elected officials and duties
5. Appointed officials and duties
6. How laws are passed

III. Financing

A. Six ways local governments get money

1. Taxes
2. Special payments and assessments
3. Loans and bonds
4. Sales of public land and other property
5. Eminent domain
6. Gifts

B. Spending of public money

C. How taxes are levied

IV. Special Problems of Local Governments

A. Graft

B. Population movement

C. Population explosion

D. Health and sanitation

E. Corrupt officials

F. Finance

V. Citizens' Duties to his Community

A. Community pride

B. Voting

C. Taking part

D. Financing

Activities

I. Reports - Oral and/or Written:

A. Have students make reports on some services of their local government.

B. An interesting report could be made on the history of the parish.

C. Reports could be made on a citizen's duty to vote. Have the reports arranged so the relationship of voters and elected officials are shown.

D. Have a group of students prepare reports on local health hazards. The idea of good health habits should be stressed in the report.

II. Panel Discussions and Debates:

A. Organize a debate on the subject of your parish being "wet or dry".

B. Two opposing sides should debate the topics of taxes, whether or not they should be raised or lowered.

C. If there are parking problems in your parish, the students could have a discussion on these problems. It will be interesting to note some of the solutions the group may have.

III. Educational Trips:

A. While court is in session, a well organized school trip to a hearing would give the students a much more realistic value of the law. Both city and district courts are recommended for this venture.

B. A visit to the local police station could be made.

IV. Consultants:

A. Elected officials that have been in the public service for some time are usually happy to receive or visit a group of young people.

B. While students are preparing work on their local government some of the following people could be used in preparing these reports: District Judge, Clerk of Court, Sheriff, Superintendent of Education, City Clerk and Chief of Police.

V. Exhibits and Bulletin Boards:

A. Try to instill in your students a pride of their community by making a poster based on the community.

B. Have a bulletin board on fire prevention and safety practices. Show on the board how costly it is for a community to be damaged by a fire.

C. Prepare a bulletin board on problems of law enforcement and why it is important that good citizens give assistance to the enforcement agency of your community.

D. Everyone is interested in how tax money is spent. Show on a bulletin board how tax dollars are spent in your parish.

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Publications of the Government, Learned Societies and Other Organizations

Boone. Louisiana Edition - Governmental Guide, 1965.

Martin. State of Louisiana - Roster of Officials, 1965.

PAR. A Statistical Profile of Winn Parish.

Educational Media

Films

"Are You A Good Citizen?"

"Community Governments: How They Function"

"How We Elect Our Representatives"

"Junior Citizen"

"Law and Social Controls"

"Property Taxation"

"Respect for Property"

"Responsibility of American Citizenship"

"U. S. Community and Its Citizens"

Filmstrips

"By and For The People"

"Curriculum Filmstrips: The Nature of Democracy"

"Democracy at Work"

"Taking Part in Government"

UNIT SIX

FORMS OF WORLD GOVERNMENTS AND THEIR
RELATIONSHIP TO OURS

Concepts

Development of foreign policies was a necessary means for safeguarding the rights of American citizens and our national honor. The different theories and forms of government that the world has experienced form a basis for our basic beliefs. A study of contrasts, as shown in the policies of today's world powers will highlight our basic beliefs and heritage.

Progress and using international problems have resulted in the establishment of many necessary governmental agencies. Our foreign policies have led to our membership in international organizations, treaties and pacts. Our foreign policy like our domestic policy is solidly founded on our ability to protect the rights of every individual American citizen and preserve our domestic heritage.

Plan Of Presentation

Following the establishment of the thirteen colonies as a nation of United States, it soon became evident that the establishment of this nation as an independent, effective, republican form of government demanded also that the new government must establish a position, among other nations, as a sovereign state with certain rights and prerogatives that deserved and demanded respect and acceptance.

This position shaped and still guides our foreign relations through the problems and perplexities of a changing world. The United States has come a long distance from the proclamation of neutrality of 1793, defined so clearly by President Washington, and stressed in the famous Farewell Address, to reach membership in the United Nations, membership in other international organizations, as well as being a party to various pacts and treaties.

Throughout the changes, however, the main purpose has never varied.

Today, no nation is an island politically. United States neutrality perished when Madison was forced into the War of 1812. The protection of our heritage has grown progressively more complex, and complacency, passivity and ignorance are threats to this protection.

A study of not only our government's policies but those of other world powers is necessary if we are to achieve an honorable and peaceful stability of existence. We must prepare not only materially but intellectually. New weapons of destruction, the ambitions of aggressors, are some of the factors which led President Kennedy to warn, "Mankind must destroy war or war will destroy mankind."

Much hope is placed in the United Nations, and the United States strives to strengthen it in every way possible. We have other treaties and pacts to which we are pledged and it is each individual's duty to study them and know them.

The scope of the enemies of our life are vast but American power is also vast and that power must be nurtured by an educated citizenry, well founded judgments and sound leadership.

This unit could be presented by the use of a teacher motivation lecture somewhat similar to the above introduction. The approximate time for this unit is two weeks.

Teaching Outline

I. Theories of Government

A. Divine Right

B. Totalitarian

C. Capitalistic

D. Socialistic

E. Communistic

1. Economic and political doctrines
2. "Communist Manifesto" - Karl Marx and Friedrich Engels
3. Lenin
4. Stalin
5. Khrushchev

II. Forms of Government

A. Monarchy

1. Constitutional
2. Limited

B. Dictatorship

C. Oligarchy

D. Aristocracy

E. Commonwealth

F. Democracy

1. Republic
2. Pure democracy

III. Brief Knowledge of Government of:

A. England

B. France

C. Russia

D. China

E. Germany

F. Countries in the news

IV. Terms Concerning Foreign Relations

A. Ambassador

B. Consul

C. Envoy

D. Embassy

E. Diplomatic immunity

F. Exterritoriality

G. Persona non grata

H. Sovereignty

I. Passport

J. Propaganda

K. "Cold War"

V. Formation of United States Agencies to Handle Foreign Policies

A. Department of State

B. Department of Defense

C. Cabinet

D. National Security Council

E. Office of Civil and Defense Mobilization

F. Congress

G. Department of Immigration and Naturalization

H. Coast Guard

I. Bureau of Customs

J. Public Health Service

K. Bureau of Foreign Commerce

L. Central Intelligence Agency

M. U. S. Information Agency

N. U. S. I. A. "Voice of America"

O. Student Exchange Program

VI. Organizations of Nations to which United States Belongs and their Purposes

A. United Nations

1. Background
2. Charter members
3. Veto power
4. Organization

a. General Assembly
b. Security Council
c. International Court of Justice

d. Secretariat
e. Economic and Social Council
f. Trusteeship Council

B. North Atlantic Treaty Organization

1. Member nations
2. Purposes

C. South East Asia Treaty Organization

1. Member nations
2. Purposes

D. Organization of American States

1. Member nations
2. Purposes

VII. The Purpose and Influence of United States Pacts

A. Rio Pact

B. The Anzus Pact

C. Japanese Pact

D. The Philippines Pact

E. Korean Pact

F. Formosa Pact

Activities

I. Reports - Oral and/or Written:

A. Reports concerning nations should be prepared by outlines and made during class period with teacher guidance, which should include:

1. Form of government
2. Social and economic status of the individual in each country
3. Economic status of the country
4. Geographical position
5. Relation to the United States
6. Military strength
7. Nuclear progress

B. Reports are advised for a study of international organizations in which we have memberships.

C. <u>The Man Without a Country</u> should serve as required reading for a book report.

D. Prepare biographical reports on any of the heads of governments, members of the cabinet, heads of important bureaus, etc.

II. Panel Discussions and Debates:

A. Stage a class debate or forum on the question: "Resolved, that the United States should withdraw from the United Nations."

B. Hold a panel discussion on the evils of Communism.

C. Hold a debate on "The Strengths and Weaknesses in our Foreign Policies."

III. Educational Trips:

A. Plan a trip to the International Trade Mart and International House in New Orleans.

B. Visit any of the foreign consuls in New Orleans.

IV. Consultants:

A. Naturalized citizens may be invited to speak to the class.

B. Persons who have traveled abroad may be invited to talk to the class about the places they have visited.

C. Foreign students or exchange students may visit the class to tell about the country from which they come.

V. Dramatizations and Role Playing can be utilized in this unit.

VI. Exhibits and Bulletin Boards:

A. Display in map or chart form the amounts of money the United States has sent to foreign countries.

B. Keep a periodical clipping file of the work and accomplishments of the United Nations and display these.

C. Make charts comparing the government of the United States and governments abroad; pointing out similarities and differences.

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UNIT SEVEN

GOVERNMENT AND THE AMERICAN ECONOMY

Concepts

The economic world is an extremely complicated one. A knowledge of economics is important because everyone's ultimate goal is not reached automatically; we must plan and manage in order to gain the goods and services we want. The economic wants and needs of no two people are exactly alike.

During a lifetime each of us uses or consumes many economic goods and services. Governmental functions aid consumers and producers in reaching desired economic goals. It is important that our government provide services that follow the demands of its citizens.

Plan Of Presentation

Economics is a social science. Basic problems of this science deal with needs of individuals and means of development to satisfy these needs. In an effort to become more effective citizens, economics helps to explain many origins of social and personal problems that arise in our efforts toward making a living.

We do not practice a system of pure individualism in which everyone is free to do as he pleases. The democratic government restrains those who would disregard the rights of others. Our government adopts general public policies designed to encourage business.

In a study of economics we should (1) learn certain facts (2) understand principles (3) practice reasoning with economic problems. An atmosphere of "cause and effect" should be developed by the instructor.

Teaching Outline

I. The American Economic System

A. The Consumer in a free enterprise system

B. The distinguishing features of capitalistic and communist systems

C. The basic economic problems

1. Scarcity
2. Allocation of resources
3. Economic growth
4. Distribution of incomes
5. Goods and services

D. The concept of change as a central feature of the American economy

II. The Role of Government in the American Economy

A. The chief government services

1. United States Department of Commerce

a. National Bureau of Standards
b. Office of Technical Services
c. Patent Office
d. Bureau of Census
e. Weather Bureau

2. United States Department of Agriculture

a. Agricultural Marketing Service
b. Agricultural Research Service

3. United States Department of Health, Education and Welfare

a. Public Health Service
b. Federal Food and Drug Administration
c. Federal Food, Drug and Cosmetic Act
d. Food Standards
e. Cosmetic Standards

4. United States Department of Defense

5. Other Public Agencies

a. United States Department of Labor

(1) Bureau of Labor Statistics
(2) Consumer Price Index

b. United States Post Office Department
c. Securities and Exchange Commission

B. The chief government regulations

1. Acts to foster free private enterprise

a. Sherman Antitrust Act
b. Clayton Act
c. Federal Trade Commission
d. Antimerger Law
e. Robinson-Patman Act

2. Acts to promote fair trade

a. Miller-Tydings Act
b. McGuire Act

3. Acts to control advertising

a. Wheeler-Lea Act
b. Federal Alcoholic and Tobacco Tax Laws
c. Food and Drug Laws
d. Wool Products Labeling Act
e. Fur Products Labeling Act
f. Flammable Fabrics Act
g. Automobile Information Disclosure Act

III. The Role of Modern Business in the American Economy

A. The modern corporation

1. Advantages and disadvantages of the corporate form
2. How a corporation can raise capital

a. Bonds
b. Stocks

B. The relation of government to Big Business

C. The evils of monopoly

IV. The Labor Force and Occupations

A. Income earned by labor

B. Supply and demand of labor

1. Factors affecting
2. Wage differences
3. Legislation affecting wages

a. Fair Labor Standards Act
b. Wage-Hour Laws

C. Labor Unions

1. American Federation of Labor
2. Congress of Industrial Organization

D. Union method of employment

1. Collective bargaining
2. Trade Agreement
3. Closed shop
4. Open shop
5. Union shop
6. Strikes
7. Sympathetic strike
8. Boycott
9. Picket Line

E. Method of employment by employers

1. Lockout
2. Industrial Democracy
3. Blacklist

F. Method of settling disputes

1. Collective bargaining
2. Arbitration
3. Mediation
4. Conciliation

G. Governmental regulations

1. Taft-Hartley Act
2. National Labor Relations Act

H. Governmental aids

1. Workmen's Compensation Laws
2. Social Security
3. Old Age Pension
4. Fair Labor Standards Act

V. The Economic Growth and Stability

A. The National Income derived from

1. Profits
2. Wages
3. Rent
4. Interest
5. Taxes

B. The factors of production

1. Natural resources
2. Labor
3. Capital
4. Management
5. Governmental regulations

C. The importance of banks and money

1. Nature of banks

a. Commercial
b. Savings
c. Trust Company

2. Organization of banks

a. State banks
b. National banks

3. Nature of money

a. Kinds of money
b. Functions of money

4. The Federal Reserve System

a. Organization
b. Functions

5. Economic functions of banks

a. Customer protection
b. Insurance protection of depositors
c. Clearing house for checks

Activities

I. Reports - Oral and/or Written:

A. Students could make reports on these topics:

1. The Impact of Technology on Economic Life
2. The Major Economic Issue of Today
3. How Education Affects Our Wants

B. Prepare a report showing the advantages and disadvantages of specialization.

C. Using the United States Department of Commerce series on how to start and operate a small business, select one business and write a summary report on it.

D. Write a report on one of the following:

1. How the Federal Reserve System Operates
2. The History of Our Local Bank
3. What Causes Inflation?
4. The History of the Labor Union Movement
5. The New Look in A F L - C I O

II. Panel Discussions and Debates:

A. Prepare a panel discussion presenting the role and responsibilities of large corporations in the American economy.

B. Prepare and present a panel discussion on: Consumer Credit - Friend or Foe?

C. Prepare and present a debate on the issue: Commercial Banks Should Be Owned by the Government.

D. Prepare a panel discussion on the topic "Are Railroad Regulations and Taxes Outmoded.

III. Educational Trips can be taken to such places as the nearest Federal Reserve Bank, the Department of Revenue or arrange a visit to the State Budget Office.

IV. Consultants:

A. Arrange to have a refugee from Communism discuss his feelings about the contracts between the economic freedom in his homeland and the economic freedom of the United States.

B. Interview a personnel manager of a local industry and find out what state laws are in effect concerning working conditions.

C. Secure from the Secretary of State, a list of laws pertaining to the regulations of a corporation in Louisiana.

D. Obtain this same type of information from neighboring states. Draw a graph showing why some businesses come to Louisiana and why some do not.

E. Arrange to have a representative from a local bank meet with the class and discuss counterfeit money and how to detect it.

V. Dramatizations and Role Playing:

A. Prepare a socio-drama of three friends discussing whether a sole proprietorship or a partnership is the best way of organizing and running a business. Have one person summarize the advantages and the disadvantages brought out and what conclusions were reached.

B. Hold a mock trial involving violations of the Federal Communications Commission, Interstate Commerce Act and other Federal Agencies.

VI. Exhibits and Bulletin Boards:

A. Prepare and exhibit a collection of clippings and articles showing trade relations between the United States and foreign countries.

B. Prepare a bulletin board display showing a comparison of the United States and a nation on a different economic standard. Compare elements such as economic growth, national production,

personal income, cost of living, standard of living, agriculture, labor and personal freedoms.

C. Prepare a display showing the various rolls your bank plays in aiding the economic life in your community.

D. Prepare a bulletin board display about governmental agencies that regulate or control monopolies and the forms of regulation or control used by each agency.

E. Prepare a large display chart depicting the distribution of the national income for last year.

F. Organize a bulletin board display centered upon "Labor Management Relations."

G. Arrange a bulletin board display centered on the theme "Tax Dollars Come and Tax Dollars Go."

H. Prepare a bulletin board display which shows products exchanged between your state and nations of the world.

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APPENDIX

SKILLS DEVELOPMENT CHART

Social Studies Skills: A Guide To Analysis And Grade Placement
(Code: EP, early primary; LP, late primary; EI, early intermediate;
LI, late intermediate; J, junior high school; S, senior high school)

PART ONE: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

Skill	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Locating information			
A. Work with books			
1. Use title of books as guide to contents--	EP	LP-LI	J-S
2. Use table of contents----------	LP	EI-J	S
3. Alphabetize----------	LP	EI-J	S
4. Use index----------	EI	LI-J	S
5. Use title page and copyright date--------	EI	LI-J	S
6. Use glossary, appendix, map lists, illustration lists----------	EI	LI-J	S
7. Distinguish between storybooks and factual books----------	LP-EI	LI-J	S
8. Choose a book appropriate for the purpose	LP-EI	LI-J	S
B. Find information in encyclopedias and other reference books			
1. Locate information in an encyclopedia by using key words, letters on volume, index, and cross references----------	EI	LI-J	S
2. Use reference works, such as World Almanac, atlases, Who's Who, Statesman's Yearbook-	EI	LI-J	S
C. Make efficient use of the dictionary			
1. Alphabetize a list of words according to the first letter; according to the second and third letters	LP	EI-J	S

2. Use guide words----------	EI	LI-J	S
3. Learn correct pronunciation of a word----	EI	LI-J	S
4. Understand syllabication----------	EI	LI-J	S
5. Choose the appropriate meaning of the word for the content in which it is used------	EI	LI-J	S
D. Read newspapers, magazines, and pamphlets with discrimination			
1. Recognize these materials as sources of information about many topics, especially current affairs----------	LP	EI-LI	J-S
2. Select important news items----------	EI	LI	J-S
3. Select from these sources material that is pertinent to class activities----------	EI	LI-J	S
4. Learn the organization of a newspaper and how to use the index----------	LI	J	S
5. Learn about the sections of the newspaper	EI	LI	J-S
6. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets	LI	J-S	S
E. Know how to find materials in a library, both school and public			
1. Locate appropriate books----------	EI	LI-J	S
2. Use a book card----------	EI	LI	
3. Use the card catalogue to learn that----			
a. A book is listed in three ways--by subject, by author, and by title----	EI	LI-J	S
b. All cards are arranged alphabetically	EI	LI-J	S
c. Cards have call numbers in upper left hand corner which indicate the location on the shelf----------	EI	LI-J	S
d. Some author cards give more information than the title or subject card----------	EI	LI-J	S

e. Information such as publisher, date of publication, number of pages and of illustrations, and usually some annotation are provided----------	EI	LI-J	S
f. The Dewey Decimal System is a key to finding books----------	J	S	S
4. Use the Readers' Guide to Periodical Literature and other indexes----------	J	S	S
F. Gather facts from field trips and interviews			
1. Identify the purpose of the field trip or interview----------	EP	LP-J	S
2. Plan procedures, rules of behavior, questions to be asked, things to look for----------	EP	LP-J	S
3. Take increasingly greater initiative in the actual conduct of the field trip or interview----------	EP	LP-J	S
4. Evaluate the planning and execution of the field trip or interview----------	EP	LP-J	S
5. Find acceptable ways to open and close an interview----------	LP	EI-J	S
6. Express appreciation for courtesies extended during the field trip or interview	EP	LP-J	S
7. Record, summarize, and evaluate information gained----------	EP	LP-S	S
G. Be selective in using audiovisual materials----	EP-LI	J	S
(See acquiring information through listening and observing; and interpreting pictures, charts, tables; PART ONE, Sections V, VII).			
H. Use maps and globes in developing geographic skills----------	LP	EI-J	S
(See interpreting maps and globes, PART TWO, Section III.)			
II. Organizing Information			
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source ----------	EI	LI-S	S

B.	Select the main idea and supporting facts------	EI	LI-S	S
C.	Compose a title for a story, picture, graph, map, or chart----------	EP	LP-LI	J-S
D.	Select answers to questions from material heard, viewed or read----------	EP	LP-J	S
E.	Take notes, making a record of the source by author, title, page----------	LI	J-S	S
F.	Classify pictures, facts, and events under main headings or in categories----------	LP	EI-J	S
G.	Arrange events, facts, and ideas in sequence---	EP	LP-J	S
H.	Make simple outlines of material read, using correct outline form----------	LI	J-S	S
I.	Write a summary of main points encountered in material----------	EI	LI-S	S
J.	Make a simple table of contents----------	LP	EI-J	S
K.	Make a bibliography----------	LI	J	S
III.	Evaluating information			
A.	Distinguish between fact and fiction----------	EP	LP-J	S
B.	Distinguish between fact and opinion----------	LI	J-S	S
C.	Compare information about a topic drawn from two or more sources to recognize agreement or contradiction----------	LP	EI-J	S
D.	Consider which source of information is more acceptable, and why----------	LP	EI-S	S
E.	Examine reasons for contradictions or seeming contradictions, in evidence----------	J	J-S	S

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F. Examine material for consistency, reasonableness, and freedom from bias----------	J	J-S	S
G. Recognize propaganda and its purposes in a given context----------	J	J-S	S
H. Draw inferences and make generalizations from evidence----------	EP	LP-S	J-S
I. Reach tentative conclusions----------	EP	LP-S	J-S
IV. Acquiring information through reading			
A. Skim to find a particular word, get a general impression,or locate specific information------	LI	J-S	S
B. Read to find answers to questions----------	EP	LP-J	S
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas----------	EI	LI-J	S
D. Select the statements that are pertinent to the topic being studied----------	LP	EI-J	S
E. Make use of italics, marginal notes and footnotes to discover emphasis by author----------	LI	J-S	S
F. Consciously evaluate what is read, using the approaches suggested in Section III above------	LI	J-S	S
V. Acquiring information through listening and observing			
A. Listen and observe with a purpose----------	EP	LP-J	S
B. Listen attentively when others are speaking----	EP	LP-J	S
C. Identify a sequence of ideas and select those that are most important----------	LP	EI-J	S

D.	Relate, compare, and evaluate information gained through listening and observing with that gained from other sources of information---	LP-EI	LI-J	S
E.	Adjust to a speaker's voice and delivery and to the physical conditions of the situation-----	LP	EI-J	S
F.	Reserve judgment until the speaker's entire presentation has been heard----------	J	J-S	S
G.	Take notes while continuing to listen and to observe----------	J	J-S	S
H.	Analyze video and auto presentations e.g., films, pictures, models, exhibits, and other graphic materials concerned with social studies topics--	J	J-S	S
VI.	Communicating orally and in writing			
A.	Speak with accuracy and poise			
1.	Develop an adequate vocabulary----------	EP	LP-J	S
2.	Choose the appropriate word----------	EP	LP-J	S
3.	Pronounce words correctly and enunciate clearly----------	EP	LP-J	S
4.	Talk in sentences----------	EP	LP-J	S
5.	Prepare and use notes in presenting an oral report, giving credit when material is quoted----------	EI	LI-S	S
6.	Keep to the point in all situations involving oral expression----------	EP	LP-J	S
7.	Develop self-confidence----------	EP	LP-J	S
8.	Exchange ideas through discussion, either as leader or participant----------	EP	LP-J	S
9.	Respect limitations of time and the right of others to be heard----------	EP	LP-J	S
B.	Write with clarity and exactness			

1. Collect, Evaluate, and organize information around a clearly defined topic (see Section I-V above)	LI	J-S	S
2. Write independently, avoiding copying from references	EI-LI	J-S	S
3. Give credit for quoted material	LI	J-S	S
4. Use standard English	EI	LI-J	S
5. Include a bibliography to show source of information	EI	LI-J	S
6. Include footnotes when necessary	J	J-S	S
7. Apply the skills being developed in printing, writing, spelling, punctuating, capitalizing, and arranging written work	LP	EI-J	S
8. Proofread and revise	LI	J-S	S

VII. Interpreting pictures, charts, graphs, tables

A. Interpret pictorial materials

1. Recognize these materials as sources of information	EP	LP-J	S
2. Distinquish between types of pictorial material, recognize the advantages of each, and recognize the need for objectivity in interpretation	EI	LI-J	S
3. Note and describe the content of the material, both general and specific	EP	LP-LI	J-S
4. Interpret by applying related information, and use the material as one basis for drawing conclusions	EP	LP-J	S

B. Interpret Cartoons

1. Recognize these materials as expressing a point of view and interpret the view expressed	LI	J-S	S
2. Note and interpret the common symbols used in cartoons	LI	J-S	S

C. Study Charts

1. Understand the steps in development indicated--	LI	J-S	S

2. Trace the steps in the process shown--------	LI	J-S	S
3. Compare sizes and quantities----------	LI	J-S	S
4. Analyze the organization or structure-------	LI	J-S	S
5. Identify elements of change----------	LI	J-S	S
D. Study graphs and tables			
1. Understand the significance of the title----	EI	LI-J	S
2. Determine the basis on which the graph or table is built and the units of measure involved----------	EI	LI-J	S
3. Interpret the relationships shown----------	EI	LI-J	S
4. Draw inferences based on the data----------	EI	LI-J	S
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)--------	EI	LI-J	S
F. Relate information derived from pictures, charts, graphs and tables with that gained from other sources----------	LI	J	S
VIII. Working with others			
A. Respect the rights and opinions of others-------	EP	LP-S	S
B. Understand the need for rules and the necessity for observing them----------	EP	LP-S	S
C. Take part in making the rules needed by the group----------	EP	LP-S	S
D. Accept the role of leader or follower, as the situation requires----------	EP	LP-S	S
E. Profit from criticism and suggestions----------	EP	LP-S	S
F. Distinguish between work that can be done most efficiently by individuals and that which calls for group effort----------	EP	LP-S	S
G. Use the rules of parliamentary procedure when needed----------	LI	J	S

PART TWO: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF THE SOCIAL STUDIES

Skills	Introduce, through planned readiness experiences	Develop systematically	Reteach, maintain, and extend
I. Reading social studies materials			
A. Understand an increasing number of social studies terms----------	EP	LP-S	S
B. Learn abbreviations commonly used in social studies materials----------	EI	LI-J	S
II. Applying problem-solving and critical-thinking skills to social issues			
A. Recognize that a problem exists----------	EP	LP-J	S
B. Define the problem for study----------	EP	LP-J	S
C. Review known information about the problem----	EP	LP-J	S
D. Plan how to study the problem----------	EP	LP-J	S
E. Locate, gather and organize information------	EP	LP-J	S
F. Interpret and evaluate information (For detailed analysis, see PART ONE, Section III.)	EP	LP-J	S
G. Summarize and draw tentative conclusions-----	EP	LP-J	S
H. Recognize the need to change conclusions when new information warrants----------	EP	LP-J	S
I. Recognize areas for further study----------	EP	LP-J	S

J. Use problem-solving techniques by meeting personal and social problems----------	EP-LP	EI-J	S
III. Interpreting maps and globes			
A. Orient the map and note directions			
1. Use cardinal direction in classroom and neighborhood----------	LP	EI-J	
2. Use intermediate directions, as southeast, northwest----------	EI	LI-J	S
3. Use cardinal directions and intermediate directions in working with maps----------	EI	LI-J	S
4. Use relative terms of location and directions, as near, far, above, below, up, down------	EP	LP-J	S
5. Understand that north is toward the North Pole and south toward the South Pole on any map projection----------	LP-EI	LI-J	S
6. Understand the use of the compass for direction----------	EI	LI-J	S
7. Use the north arrow on the map ----------	EI	LI-J	S
8. Orient desk outline, textbook, and atlas maps correctly to the north --------	EI	LI-J	S
9. Use parallels and meridians in determining direction ----------	EI	LI-J	S
10. Use different map projections to learn how the pattern of meridians and that of parallels differ ----------	EI	LI-J	S
11. Construct simple maps which are properly oriented as to direction ----------	EI	LI-J	S
B. Locate places on maps and globes			
1. Recognize the home city and state on a map of the United States and a globe ---	EI	LI-J	S
2. Recognize land and water masses on a globe and on a variety of maps - physical-political, chalkboard, weather etc. ----------	LP	EI-J	S

3. Identify on a globe and on a map of the world, the equator, tropics, circles, continents, oceans, large islands----------	EI	LI-J	S
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction, and locations---------	EI	LI-J	S
5. Relate low latitudes to the equator and high latitudes to the polar areas----------	EI	LI-J	S
6. Interpret abbreviations commonly found on maps----------	EI	LI-J	S
7. Use map vocabulary and key accurately------	EI	LI-J	S
8. Use longitude and latitude in locating places on wall maps----------	LI	J	S
9. Use an atlas to locate places----------	LI	J	S
10. Identify the time zones of the United States and relate them to longitude--------	EI	LI-J	S
11. Understand the reason for the International Date Line, and compute time problems of international travel----------	J	S	S
12. Consult two or more maps to gather information about the same area----------	EI	LI-J	S
13. Recognize location of major cities of the world with respect to their physical setting----------	EI	LI-J	S
14. Trace routes of travel by different means of transportation----------	EI	LI-J	S
15. Develop a visual image of major countries, land forms, and other map patterns studied-	EI	LI-J	S
16. Read maps of various types which show elevation----------	EI	LI-J	S
17. Understand the significance of relative location as it has affected national policies	LI	J-S	S
18. Learn to make simple sketch maps to show location----------	LP	EI-J	S
C. Use scale and compute distances			
1. Use small objects to represent large ones, as a photograph compared to actual size.	EP	LP-J	S

2. Make simple large-scale maps of a familiar area, such as classroom neighborhood----------	EP	LP-J	S
3. Compare actual length of a block or a mile with that shown on a large-scale map----------	EI	LI-J	S
4. Determine distance on a map by using a scale of miles----------	EI	LI-J	S
5. Compare maps of different size of the same area-	EI	LI-J	S
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas-	EI	LI-J	S
7. Compute distance between two points on maps of different scale----------	EI	LI-J	S
8. Estimate distances on a globe using latitude; estimate air distances by using a tape or a string to measure great circle routes----------	LI	J	S
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used----------	LI	J	S
10. Develop the habit of checking the scale on all maps used ----------	EI	LI-J	S

D. Interpret map symbols and visualize what they represent

1. Understand that real objects can be represented by pictures or symbols on a map----------	EP	LP-J	S
2. Learn to use legends on different kinds of maps----------	EI	LI-J	S
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents----------	EI	LI-J	S
4. Study color contour and visual relief maps and visualize the nature of the areas shown--------	LI	J	S
5. Interpret the elevation of the land from the flow of rivers----------	LI	J	S
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols----------	EI	LI-J	S
7. Use all parts of a world atlas----------	J	S	S

E. Compare maps and draw inferences

1.	Read into a map the relationships suggested by the data above shown as the factors which determine the location of cities----------	EI	LI-J	S
2.	Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data----------	EI	LI-J	S
3.	Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand----------	EI	LI-J	S
4.	Understand the differences in different map projections and recognize the distortions involved in any representation of the earth other than the globe	LI	J	S
5.	Use maps and the globe to explain the geographic setting of historical and current events-------	LI	J	S
6.	Read a variety of special-purpose maps and draw inferences on the basis of data obtained from them and from other sources----------	J	J	S
7.	Infer man's activities or way of living from physical detail and from latitude----------	EI	LI-J	S

IV. Understanding time and chronology

A. Develop an understanding of the time system and the calendar

1.	Learn to tell time by the clock----------	EP	LP	LI
2.	Use names of the days of the week in order-----	EP	LP	EI
3.	Use names of the months in sequence ----------	EP	LP	EI
4.	Use calendar to find dates of special events and to determine length of time between dates----------	EP	LP-LI	J
5.	Associate seasons with particular months in both northern and southern hemispheres --------	EP	LP-LI	J-S
6.	Understand the relation between rotation of the earth and day and night ----------	LP	EI-J	S
7.	Understand the system of time zones as related to the rotation of the earth----------	LP	EI-J	S
8.	Understand the relation between the earth's revolution around the sun and a calendar year--	LP	EI-J	S

9.	Accumulate some specific date-events as points of orientation in time----------	EI	LI-S	S
10.	Comprehend the Christian system of chronology B.C and A.D.----------	EI	LI-S	S
11.	Use the vocabulary of definite and indefinite time expressions			
	a. Use such definite concepts as second, minute, yesterday, decade, century-------	EI	LI-J	S
	b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile-	EP	LP-J	S
12.	Acquire a sense of prehistoric and geological time----------	J	J-S	S
13.	Learn to translate dates into centuries------	EI	LI-J	S
B.	Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time			
1.	Recognize sequence and chronology in personal experiences as weekly school schedule, etc.--	LP	EI-LI	
2.	Learn to arrange personal experiences in order----------	EP	LP-LI	
3.	Comprehend sequence and order as expressed in first, second and third, etc.----------	EP	LI-J	
4.	Learn to think of the separation of an event from the present in arithmetical terms-------	EI	LI-J	S
5.	Learn to figure the length of time between two given dates----------	EI	LI-J	S
6.	Understand differences in duration of various historical periods----------	J	J-S	S
7.	Understand and make simple time lines--------	EI	LI-J	S
8.	Use a few cluster date-events to establish time relationships among historic events-----	EI	LI-S	S
9.	Learn to relate the past to the present in the study of change and continuity in human affairs	EI	LI-S	S
10.	Learn to formulate generalizations and conclusions about time in studying the development of human affairs	J	J-S	S

PART THREE:[3] Skills of Inductive-Deductive Reasoning Which are an Integral Part of the Teaching-Learning Process in the Social Studies

NOTE: Recent investigations of the learning process indicate that the most permanent learning is that which takes place through individual discovery. The application of this important learning principle to the teaching of social studies will require greater emphasis on "discovery learning" or inductive learning in the schools. The social studies teacher will have to help students develop the skills necessary for this approach to the subject matter.

I. Induction

Developed as the ability to draw conclusions (to form principles and generalizations) from specific cases and factual information.

A. Develop an idea or theme from a body of information.

B. Develop several possible ideas or themes from a body of information.

C. Describe cause and effect in applicable situations.

D. Judge when a cause and effect relation cannot be established due to the nature or limitations of the evidence.

E. Sift out extraneous information from a body of facts before reaching a conclusion.

F. Draw tentative conclusions from an incomplete body of facts and determine what facts must be available before firm conclusions can be made.

II. Deduction

Developed as the ability to apply principles and generalizations to specific cases and problems.

A. Apply a principle or generalization arrived at through the above process (inductively) to a new body of information.

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[3]This section is not an original part of the skills development chart published in the National Council for Social Studies Yearbook, 1963. It was suggested and written by Dr. Glen Hontz, Director Teacher Education, Tulane University and Dr. Matthew T. Downey, Assistant Professor of History, Louisiana State University, as a most important function of the teaching-learning process in the social studies.

B. Apply several possible generalizations or ideas to the new body of information.

C. Apply ideas or generalizations arrived at through study of one historical situation or era to a different situation.

III. Verification

Developed as the ability to judge the adequacy of a newly formulated conclusion (principle or generalization) by applying it to a new situation, as suggested above. Verification is the step which completes the reasoning cycle: inductively derived conclusions are deductively applied and verified.

A. Is the idea or conclusion applicable to other historical situations?

B. Does the idea or conclusion have general relevance or is it valid for specific times and places only?

C. Does the application of the idea or conclusion result in more complete understanding?

EVALUATION IN CIVICS

A primary reason for testing and evaluation in any subject is that of determining pupil progress. More important, is the purpose of measuring pupil growth and understanding. This is certainly true in the study of Civics.

Good citizenship is not insured by requiring, for example, that students memorize the organization and functions of various levels of government. The appreciation for and the understanding of the governmental organization and functions and how they relate to our daily lives are worthy goals. Content that is emphasized should be evaluated in terms of understanding and appreciation.

Test items should not reflect merely an effort to determine whether students retain factual information concerning government, economics, and citizenship responsibilities. They should measure his application of that knowledge to daily life. Good citizens should be fully aware of the importance of the individual vote. They should be fully aware there are responsibilities attached to every freedom that is enjoyed. Test items should determine whether or not students are fully aware of these responsibilities.

The following publication will be of great help to teachers in testing and evaluating pupil progress in Civics. It is recommended as a valuable reference and should be in the hands of every teacher of Civics:

Berg, Harry D. (Ed.). Evaluation in Social Studies. Thirty-fifth Yearbook of the National Council for the Social Studies. 1201 16th St. N.W., Washington D.C. 20036.